

CONTINUOUS IMPROVEMENT MONITORING PROCESS “OVERVIEW”

Tennessee’s Continuous Improvement Monitoring for Special Education programs is modeled after the federal Office of Special Education Programs (OSEP) process used to monitor state special education programs. This process is results-oriented and data-driven.

Tennessee’s Continuous Improvement Monitoring begins with a self-assessment which is completed by local school systems. The Self-Assessment is structured around Indicators or Standards. With each Indicator supported by data sources used to measure status and progress.

Each School District receives guidance on data sources and on analyzing and reporting on data pertaining to each indicator. School District’s also having the opportunity to describe current and planned efforts to improve performance for each indicator.

In addition to the self-assessment, there are other components of Tennessee’s Continuous Improvement Monitoring Process. Local Steering Committees assist with efforts to disseminate information and validation visits, a form of on-site review, are conducted on a multi-year cycle. In comparison to previous state and federal monitoring efforts, the Continuous Improvement Monitoring Process is CONTINUOUS (as opposed to being episodic), is RESULTS ORIENTED (as compared to being technical/procedural), is PUBLIC AND PARTICIPATORY (through the use of a steering committee) and is DATA DRIVEN.